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ABSTRACT

A process is presented which uses two activities to obtain individual and group reaction to 20 recommendations selected from the recent studies of schooling. The recommendations cover a wide range of suggestions for improving the quality of education. In the first activity, participants assign a value on a five-point scale to each recommendation. In the second activity, they prioritize the recommendations individually, then work in small groups to reach consensus on the priorities. Materials provided are: (1) general directions for the leader including information on conducting the activities and on summarizing and analyzing the data; (2) an opinionnaire on the recommendations to be filled out by the participants; (3) directions for individual participants; (4) an individual recommendations rating sheet; (5) directions for small groups; (6) a small group rating sheet; (7) a score summary sheet for the small group; (8) a score summary sheet for all groups combined; (9) a work sheet for analyzing the data; and (10) a display board to aid in ranking the recommendations. (DC)

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ED238909

PER (Prioritizing and Evaluating Recommendations)

by

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GENERAL DIRECTIONS FOR LEADER

The two activities involved in this process are designed to obtain individual and group reaction to the recommendations contained in the recent reports of studies on schooling. The activities are: (1) to have each participant assign a value on a five point scale — strongly agree, agree, disagree, strongly disagree, or no opinion — to each of 20 selected recommendations; and (2) to have participants first prioritize each recommendation individually and then work in groups of three to five in reaching consensus on the priority assigned.

Activity One

The first activity is for each participant to complete the opinionnaire. Pass it out at the beginning of the meeting and ask participants to complete it by selecting a response for each recommendation. If hand scoring is to be used, the participant checks the appropriate response on the opinionnaire. If answer keys for machine scoring are to be used, each participant is to use a soft lead pencil and darken the appropriate space on the answer sheet. When participants have completed the activity, collect the opinionnaires and/or the answer sheets. Proceed to Activity Two.

Activity Two

The purpose of this activity is to place the recommendations in priority order of importance. The specific question to be considered in ranking each of these recommendations is: How important is this recommendation for your local school or school district?

The technique to be used in placing the recommendations in priority order is a gaming activity. It starts with each participant assigning a value to each recommendation. Small groups will then be formed and, through discussion and debate, group consensus values will be assigned. The small group ratings will be totaled, averaged, and the averages used as the basis for placing the recommendations in priority order.

The materials to be used include the following:

For each participant

—display board with 20 recommendations preprinted on it
—red disc board with 50 red discs or an envelope with 50 red discs
—individual recommendation rating sheet with directions for individual participants (blue sheet)

Other

—directions for small groups and small group recommendation rating sheet — one for each group (green sheet)
—summary of scores for small group — one for each group (pink sheet)
—total summary sheet — one per 30 participants (buff sheet)
—analysis of data sheet (yellow sheet)

The directions for carrying out Activity Two are as follows:

Preparation

Step 1 — Arrange for a room where participants can work individually and then combine into small groups of three to five.

Step 2 — Gather the materials that will be used and arrange for assistance in conducting the gaming activity.

Step 3 — Explain to participants that the purpose is to work through a gaming activity that will result in the 20 recommendations being placed in priority order of importance. Emphasize that the question on which the priority is to be assigned is: How important is this recommendation for the local school or school district?

Individual Rating

Step 4 — Hand out the display boards, red disc cards or envelopes with 50 red discs, and blue individual recommendation rating sheets. (Pasting 50 red discs on a display board provides a good exhibit to use when the leader reviews the steps each participant must complete.)

Step 5 — Ask the participants to work through points one through 11 of the directions found on the reverse side of the individual recommendation rating sheet.

Step 6 — Emphasize that all 50 discs must be used; at least one recommendation must receive a score of five (5); no recommendation can receive a score higher than five (5); and, recommendations can be assigned a score of zero (0).

Step 7 — Instruct participants to notify you when they have completed the 11 steps.

Group Rating

Step 8 — Assign* the participants to groups of three to five persons. Four is the ideal size.

Step 9 — Assign a letter designation to each group starting with the letter A.

Step 10 — Explain that the primary task for the group is to attempt to reach a "consensus score" for each recommendation.

Step 11 — Ask the group to select a group leader and then move through points one through seven of the directions found on the reverse side of the small group recommendation rating sheet.

Summary

Step 12 — Collect the small group recommendation rating sheets.

Step 13 — Enter the values assigned each recommendation in the appropriate column on the total summary sheet.

Step 14 — Add the values assigned and divide by the number of groups to determine the average score.

Step 15 — Use the average scores to assign a priority ranking. The recommendation with the highest average score will be assigned rank position one. The one with the lowest will be assigned rank position 20.

*To help assign participants, prepare different sets of small group cards with the same letter on each set of four cards. The number of cards to be prepared depends upon the number of participants. For example, if there are 60 participants, 15 sets of four cards each will be required. All four cards in a set will have the same letter on them. In this case there will be sets lettered from A through O. In the event the group is a very large group and the number of small groups exceeds 26, additional sets of cards can be prepared using two letters for each card. For example, there could be four cards lettered "AA", another set of four lettered "BB", etc. The expected seating arrangement may also be clarified by identifying the tables with a four by six inch or larger size file card folded, with the appropriate letter(s) written on each side of the folded card.

While the participants are ranking goals individually, the leader or assistant should distribute a small group identification card to each participant. To ensure diversity it is recommended that group identification cards be shuffled and handed out to participants in random order. Past experience has indicated that the ideal size for a small group is four.

Summarizing and Analyzing the Data

The process of summarizing and analyzing data starts with the opinionnaires. Using a simple tally sheet — such as the one illustrated below — make a mark(s) for each response in the appropriate category. After all the responses from the opinionnaire have been transferred to the tally sheet, make a manual count for each category. (See below.)

Record of Opinions on Recommendations

Recommendation #	Category #	Tally for Each Category	Total Responses* for Each Category
1	A	𝍸 𝍸 ///	13
	B	///	3
	C	𝍸 𝍸 𝍸 /	16
	D	𝍸 /	6
	E	//	2
2	A	///	3
	B	𝍸	5
	C	𝍸 /	6
	D	𝍸 𝍸	10
	E	𝍸 𝍸 𝍸 /	16

*Hand tabulation has one major drawback. The forms have to be handled repeatedly, especially when sorting responses by demographic categories. Preplanning, however, can reduce the number of times a form is handled. For example, if it is known in advance that opinions on certain questions will be broken down by subgroups — let's say 1) parents with children in public schools, 2) parents with children in private or parochial schools, and 3) adults without children in school — the forms can be separated by these three subgroups before the actual count is begun. After the opinions have been tabulated for each subgroup, the three subtotals can be combined to determine the overall response to each question.

After the hand tallying has been completed, assign values to the opinions as follows:

Opinion	*Value*
Strongly Agree	5
Agree	4
Disagree	2
Strongly Disagree	1
No Opinion	3

Multiply the frequency of responses for each category of each recommendation times the value — as per the above scale — and total same. Divide the total value by the number of participants to gain the weighted value assigned by all of the participants completing the activity. This information can then be entered under "Opinion Value" on the yellow Analysis of Data form.

Completing the 15 steps already described for Activity Two resulted in the 20 recommendations being placed in priority order as to importance to the local school or school district. The ranking assigned each recommendation can now be entered on the yellow Analysis of Data Form under "Priority Ranking." The form will now reflect the priority ranking and the opinion value for each recommendation. The analysis of the data requires a study of the two measures.

A recommendation with a high priority ranking and a high opinion value is one that is regarded as important and for which the group reflects strong support. A recommendation with a priority ranking of one and an opinion value of five would have the group's strongest possible endorsement. As the priority ranking drops, the importance the group assigns to the recommendation is declining. As the opinion value drops, the degree of support for the recommendation is declining. A recommendation with an opinion value of less than three is one that a majority of the group either does not support or on which it has no opinion. To determine the array of responses that produce a particular opinion value will require a review of the opinionnaire tally sheet.

Scoring Service

Tentative plans are underway for PDK headquarters to provide a scoring service to eliminate the need to hand tally the opinionnaires. The results would be summarized using separate answer sheets designed for Scantron equipment and processed on the IBM-PC computer. Data would be reported for the group and, if desired, on the basis of the demographic data.

Included with the analysis of the opinions on the recommendations would be a second print-out giving the results of all of the opinionnaire results submitted to Phi Delta Kappa as of the date the answer sheets were received at PDK headquarters. This report would not include demographic breakdowns. Such breakdowns would apply only at the local level.

The answer sheets would sell for $.05 each. They are not listed on the current order form. When the scoring service becomes available, the order form will be revised and those previous purchasers checking the appropriate box on the order form will be contacted by phone.

OPINIONNAIRE

Please check the response on each of the recommendations that most closely reflects your opinion.

	Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*	*No Opinion*
1. Textbooks should be upgraded to provide more challenging content.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
2. School districts should seek to increase participation of young women and minorities in courses leading to career fields in which these groups are underrepresented.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
3. Schools of education should raise their entrance requirements.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
4. Promotion should be based on test performance rather than age.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
5. Local school districts should establish firm, demanding, and clearly stated requirements concerning student discipline.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
6. Methods of training teachers should be improved so that teachers entering the profession will meet higher standards.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
7. The school curriculum should be strengthened by requiring more courses in English, mathematics, science, social studies, and computer science.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
8. The most important objective of elementary and secondary education should be the development of literacy in the English language.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
9. Every public school student should be given the opportunity to acquire proficiency in a second language.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
10. The school day should be lengthened by as much as one hour.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
11. Where the school year for students is approximately 180 days, it should be lengthened by 20 to 40 days.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
12. The amount of homework assigned to students should be increased.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
13. More time than can be provided in the conventional school day and year should be made available to meet the needs of slow learners, the gifted, and others who need additional instructional time.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
14. Teacher salaries should be increased to a point where they will attract a greater number of highly capable people into teaching.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
15. Teacher salaries should be based on performance, with incentives and rewards for outstanding teachers.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
16. Scholarships and other financial incentives should be used to attract the most able people into teaching.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐

(over)

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	Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*	*No Opinion*
17. The school principal should be responsible for managing the educational program in the school and assuring its quality.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
18. Where the federal government identifies and requires educational programs as in the national interest, the federal government should fund those programs.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
19. Teacher certification rules should be changed to make it possible for qualified outsiders (persons from outside the teaching profession) to serve in the schools.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐
20. Partnerships for improving education should be formed, with participation involving those in education, business, labor, and the professions.	A. ☐	B. ☐	C. ☐	D. ☐	E. ☐

Demographic Data
(optional)

Please check appropriate response(s).

21. Do you have children attending schools in your community? A. ☐ Yes, Public B. ☐ Yes, Private or Parochial C. ☐ No

22. Are you actively employed in the field of education? A. ☐ Yes, Teacher or Professor B. ☐ Yes, Administrator C. ☐ Yes, Other D. ☐ No

DIRECTIONS FOR INDIVIDUAL PARTICIPANTS

1. Make sure your materials include the following items: a) a display board with 20 recommendations; b) a red disc card or an envelope containing 50 red discs; and c) an individual recommendation rating sheet.

2. Read each of the recommendations. Examine each recommendation carefully. As you read each recommendation, ask yourself . . .

HOW IMPORTANT IS THIS RECOMMENDATION FOR THE LOCAL SCHOOL OR SCHOOL DISTRICT?

3. Place a red colored disc in the column labeled "1" beside each of the 20 recommendations. Each disc has a value of 1 point.

4. Reread the recommendations. For those recommendations you believe to be more important, place another red disc beside each in the column labeled "2".

5. Reread the recommendations that have two red discs beside them. For those recommendations you believe to be much more important than the others, place a red disc beside them in the column labeled "3".

6. Reread the recommendations that have three red discs beside them. For those recommendations you believe to be much more important than others, place a red disc beside them in the column labeled "4".

Have you used all of your red discs?
If not, continue on the direction number 7.
If yes, see direction number 8.

7. Reread the recommendations which have four red discs beside them. For those recommendations you believe to be of extreme importance, place a red disc beside them in the column labeled "5".

8. Review your display board and keep in mind the following:

   a. ALL 50 RED DISCS MUST BE USED (EACH DISC HAS A VALUE OF 1 POINT).
   b. At least one recommendation must have five red discs (5 points) beside it.
   c. A maximum of five red discs (5 points) is allowed for any one recommendation.
   d. It is not necessary for a recommendation to have a red disc beside it.
   e. In the event you wish to rearrange your red discs on the display board, you may add or remove red discs (points) from the recommendations (remembering that discs must always be in horizontal sequence with no spaces between discs).

9. Transfer the total number of points for each recommendation to the individual recommendation rating sheet (reverse side of this page).

10. After all participants have completed the aforementioned activities, you will be assigned to a small group. You will then be working with your group in arriving at a consensus on a single display board.

11. Leave your display board at your position. Keep this individual rating sheet for your small group meeting. Place the red discs in the small envelope — optional activity to be used if the same materials are to be reused.

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INDIVIDUAL RECOMMENDATIONS RATING SHEET

Instructions: Place the total number of points—red discs—you gave to each of the recommendations on your display board in the blank space found next to each of the recommendations on this page.

RECOMMENDATIONS	My Individual Score for Each Recommendation	(Optional) Our Small Group Score
1. Textbooks should be upgraded to provide more challenging content.	_____	_____
2. School districts should seek to increase participation of young women and minorities in courses leading to career fields in which these groups are underrepresented.	_____	_____
3. Schools of education should raise their entrance requirements.	_____	_____
4. Promotion should be based on test performance rather than age.	_____	_____
5. Local school districts should establish firm, demanding, and clearly stated requirements concerning student discipline.	_____	_____
6. Methods of training teachers should be improved so that teachers entering the profession will meet higher standards.	_____	_____
7. The school curriculum should be strengthened by requiring more courses in English, mathematics, science, social studies, and computer science.	_____	_____
8. The most important objective of elementary and secondary education should be the development of literacy in the English language.	_____	_____
9. Every public school student should be given the opportunity to acquire proficiency in a second language.	_____	_____
10. The school day should be lengthened by as much as one hour.	_____	_____
11. Where the school year for students is approximately 180 days, it should be lengthened by 20 to 40 days.	_____	_____
12. The amount of homework assigned to students should be increased.	_____	_____
13. More time than can be provided in the conventional school day and year should be made available to meet the needs of slow learners, the gifted, and others who need additional instructional time.	_____	_____
14. Teacher salaries should be increased to a point where they will attract a greater number of highly capable people into teaching.	_____	_____
15. Teacher salaries should be based on performance, with incentives and rewards for outstanding teachers.	_____	_____
16. Scholarships and other financial incentives should be used to attract the most able people into teaching.	_____	_____
17. The school principal should be responsible for managing the educational program in the school and assuring its quality.	_____	_____
18. Where the federal government identifies and requires educational programs as in the national interest, the federal government should fund those programs.	_____	_____
19. Teacher certification rules should be changed to make it possible for qualified outsiders (persons from outside the teaching profession) to serve in the schools.	_____	_____
20. Partnerships for improving education should be formed, with participation involving those in education, business, labor, and the professions.	_____	_____

REMEMBER YOU WILL NEED THIS SHEET FOR YOUR SMALL GROUP MEETING.

DIRECTIONS FOR SMALL GROUP

Small Group: The group should have a display board and a red disc board with 50 red discs or an envelope containing 50 red discs. The small group recommendation rating sheet is on the reverse side of this page.

Directions:

1 Select a group leader.

2. Have each member of the group read aloud his or her score for the first recommendation and record the score on one of the lines after the recommendation on the special pink "Summary of Scores" sheet.

3. Repeat number two for the other 19 recommendations.

4. Examine the scores for the first recommendation to determine if consensus exists. (Consensus is reached when a *majority* of the group agrees on the score to be assigned the recommendation.) Place the appropriate number of red discs on the display board if consensus exists.

5. Repeat step number four for the other 19 recommendations.

6. Discuss each recommendation where consensus does not exist until a final consensus is reached.

   a. All of the red discs may be used before consensus is reached on each of the 20 recommendations. If this happens, adjustments in earlier scores will have to be made to make the discs available. Scores may be changed on any of the recommendations to obtain additional red discs or to use additional discs that might be available.

   b. The rules are the same as for the individual round. ALL 50 RED DISCS MUST BE USED. At least one recommendation must receive a score of five (5). No recommendation can receive a score higher than five (5). One or more recommendations can be assigned a score of zero (0).

7. When consensus has been reached on all recommendations, all 50 discs have been used, and other rules stated in 6(b) met, record the scores assigned each recommendation on the small group recommendation rating sheet (reverse side of this page) and turn the sheet in to one of the assistants.

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Group Identification Code _____

Number of Group Members _____

SMALL GROUP RATING SHEET

RECOMMENDATIONS	SCORE
1. Textbooks should be upgraded to provide more challenging content.	_____
2. School districts should seek to increase participation of young women and minorities in courses leading to career fields in which these groups are underrepresented.	_____
3. Schools of education should raise their entrance requirements.	_____
4. Promotion should be based on test performance rather than age.	_____
5. Local school districts should establish firm, demanding, and clearly stated requirements concerning student discipline.	_____
6. Methods of training teachers should be improved so that teachers entering the profession will meet higher standards.	_____
7. The school curriculum should be strengthened by requiring more courses in English, mathematics, science, social studies, and computer science.	_____
8. The most important objective of elementary and secondary education should be the development of literacy in the English language.	_____
9. Every public school student should be given the opportunity to acquire proficiency in a second language.	_____
10. The school day should be lengthened by as much as one hour.	_____
11. Where the school year for students is approximately 180 days, it should be lengthened by 20 to 40 days.	_____
12. The amount of homework assigned to students should be increased.	_____
13. More time than can be provided in the conventional school day and year should be made available to meet the needs of slow learners, the gifted, and others who need additional instructional time.	_____
14. Teacher salaries should be increased to a point where they will attract a greater number of highly capable people into teaching.	_____
15. Teacher salaries should be based on performance, with incentives and rewards for outstanding teachers.	_____
16. Scholarships and other financial incentives should be used to attract the most able people into teaching.	_____
17. The school principal should be responsible for managing the educational program in the school and assuring its quality.	_____
18. Where the federal government identifies and requires educational programs as in the national interest, the federal government should fund those programs.	_____
19. Teacher certification rules should be changed to make it possible for qualified outsiders (persons from outside the teaching profession) to serve in the schools.	_____
20. Partnerships for improving education should be formed, with participation involving those in education, business, labor, and the professions.	_____

REMEMBER THIS SHEET SHOULD BE HANDED IN BY THE GROUP LEADER.

SUMMARY OF SCORES FOR SMALL GROUP

Recommendation Number	Individual Scores					Consensus Score
I.	_____	_____	_____	_____	_____	_____
II.	_____	_____	_____	_____	_____	_____
III.	_____	_____	_____	_____	_____	_____
IV.	_____	_____	_____	_____	_____	_____
V.	_____	_____	_____	_____	_____	_____
VI.	_____	_____	_____	_____	_____	_____
VII.	_____	_____	_____	_____	_____	_____
VIII.	_____	_____	_____	_____	_____	_____
IX.	_____	_____	_____	_____	_____	_____
X.	_____	_____	_____	_____	_____	_____
XI.	_____	_____	_____	_____	_____	_____
XII.	_____	_____	_____	_____	_____	_____
XIII.	_____	_____	_____	_____	_____	_____
XIV.	_____	_____	_____	_____	_____	_____
XV.	_____	_____	_____	_____	_____	_____
XVI.	_____	_____	_____	_____	_____	_____
XVII.	_____	_____	_____	_____	_____	_____
XVIII.	_____	_____	_____	_____	_____	_____
XIX.	_____	_____	_____	_____	_____	_____
XX.	_____	_____	_____	_____	_____	_____

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TOTAL SUMMARY SHEET

RECOMMENDATIONS

1. Textbooks should be upgraded to provide more challenging content.
2. School districts should seek to increase participation of young women and minorities in courses leading to career fields in which these groups are underrepresented.
3. Schools of education should raise their entrance requirements.
4. Promotion should be based on test performance rather than age.
5. Local school districts should establish firm, demanding, and clearly stated requirements concerning student discipline.
6. Methods of training teachers should be improved so that teachers entering the profession will meet higher standards.
7. The school curriculum should be strengthened by requiring more courses in English, mathematics, science, social studies, and computer science.
8. The most important objective of elementary and secondary education should be the development of literacy in the English language.
9. Every public school student should be given the opportunity to acquire proficiency in a second language.
10. The school day should be lengthened by as much as one hour.
11. Where the school year for students is approximately 180 days, it should be lengthened by 20 to 40 days.
12. The amount of homework assigned to students should be increased.
13. More time than can be provided in the conventional school day and year should be made available to meet the needs of slow learners, the gifted, and others who need additional instructional time.
14. Teacher salaries should be increased to a point where they will attract a greater number of highly capable people into teaching.
15. Teacher salaries should be based on performance, with incentives and rewards for outstanding teachers.
16. Scholarships and other financial incentives should be used to attract the most able people into teaching.
17. The school principal should be responsible for managing the educational program in the school and assuring its quality.
18. Where the federal government identifies and requires educational programs as in the national interest, the federal government should fund those programs.
19. Teacher certification rules should be changed to make it possible for qualified outsiders (persons from outside the teaching profession) to serve in the schools.
20. Partnerships for improving education should be formed, with participation involving those in education, business, labor, and the professions.

Group Identification Code

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Tot.	Avg.	Rank

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ANALYSIS OF DATA

RECOMMENDATIONS	Priority Ranking	Opinion Value
1. Textbooks should be upgraded to provide more challenging content.		
2. School districts should seek to increase participation of young women and minorities in courses leading to career fields in which these groups are underrepresented.		
3. Schools of education should raise their entrance requirements.		
4. Promotion should be based on test performance rather than age.		
5. Local school districts should establish firm, demanding, and clearly stated requirements concerning student discipline.		
6. Methods of training teachers should be improved so that teachers entering the profession will meet higher standards.		
7. The school curriculum should be strengthened by requiring more courses in English, mathematics, science, social studies, and computer science.		
8. The most important objective of elementary and secondary education should be the development of literacy in the English language.		
9. Every public school student should be given the opportunity to acquire proficiency in a second language.		
10. The school day should be lengthened by as much as one hour.		
11. Where the school year for students is approximately 180 days, it should be lengthened by 20 to 40 days.		
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19. Teacher certification rules should be changed to make it possible for qualified outsiders (persons from outside the teaching profession) to serve in the schools.		
20. Partnerships for improving education should be formed, with participation involving those in education, business, labor, and the professions.		

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DISPLAY BOARD

RECOMMENDATIONS	1	2	3	4	5
1. Textbooks should be upgraded to provide more challenging content.					
2. School districts should seek to increase participation of young women and minorities in courses leading to career fields in which these groups are underrepresented.					
3. Schools of education should raise their entrance requirements.					
4. Promotion should be based on test performance rather than age.					
5. Local school districts should establish firm, demanding, and clearly stated requirements concerning student discipline.					
6. Methods of training teachers should be improved so that teachers entering the profession will meet higher standards.					
7. The school curriculum should be strengthened by requiring more courses in English, mathematics, science, social studies, and computer science.					

DISPLAY BOARD

RECOMMENDATIONS	1	2	3	4	5
8. The most important objective of elementary and secondary education should be the development of literacy in the English language.					
9. Every public school student should be given the opportunity to acquire proficiency in a second language.					
10. The school day should be lengthened by as much as one hour.					
11. Where the school year for students is approximately 180 days, it should be lengthened by 20 to 40 days.					
12. The amount of homework assigned to students should be increased.					
13. More time than can be provided in the conventional school day and year should be made available to meet the needs of slow learners, the gifted, and others who need additional instructional time.					
14. Teacher salaries should be increased to a point where they will attract a greater number of highly capable people into teaching.					

DISPLAY BOARD

RECOMMENDATIONS	1	2	3	4	5
15. Teacher salaries should be based on performance, with incentives and rewards for outstanding teachers.					
16. Scholarships and other financial incentives should be used to attract the most able people into teaching.					
17. The school principal should be responsible for managing the educational program in the school and assuring its quality.					
18. Where the federal government identifies and requires educational programs as in the national interest, the federal government should fund those programs.					
19. Teacher certification rules should be changed to make it possible for qualified outsiders (persons from outside the teaching profession) to serve in the schools.					
20. Partnerships for improving education should be formed, with participation involving those in education, business, labor, and the professions.					

Remember to transfer your score to the Summary Sheet.